

I. Welcome to the Training Manual

The Iowa Professional Development Model Training Manual and web site have been developed by the Iowa Department of Education to support local education agencies and area education agencies in the implementation of quality professional development. The Iowa Professional Development Model is a technical assistance document that describes an approach for designing, implementing and evaluating professional development that results in increased student achievement. It is structured to enable local districts to effectively develop and support the District Career Development Plan (DCDP).

A. How the Training Materials are Organized

The Iowa Professional Development (PM) Model, shown on the next page, will be called simply “the Model” for convenience. A model illustration helps us visualize the big picture regarding a process or system. Underlying that big picture, however, are details. Those details are the substance of this Training Manual.

Next Few Pages:

- A. How the Training Materials are Organized
- B. Two Major Elements of Model
- C. Applying Constant Conversation Questions to the Model

The Training Manual is in three parts:

Part 1 – “Introduction”

The purpose of Part 1 is to set forth the big picture by providing the Story of a School as well as the list of assumptions and operating principles that guided the Training Manual developers during their writing.

Part 2 – “Details About the Model’s Components”

The purpose of Part 2 is to assist district and school teams in applying the Iowa PM Model to planning, implementing, and evaluating their professional development programs.

Part 3 – “Iowa Professional Development Standards and Requirements”

The purpose of Part 3 is to review the legislative framework and requirements for the Iowa Professional Development Model and to place the Model within the context of the Comprehensive School Improvement Plan.

Part 4 – “Tools and Resources”

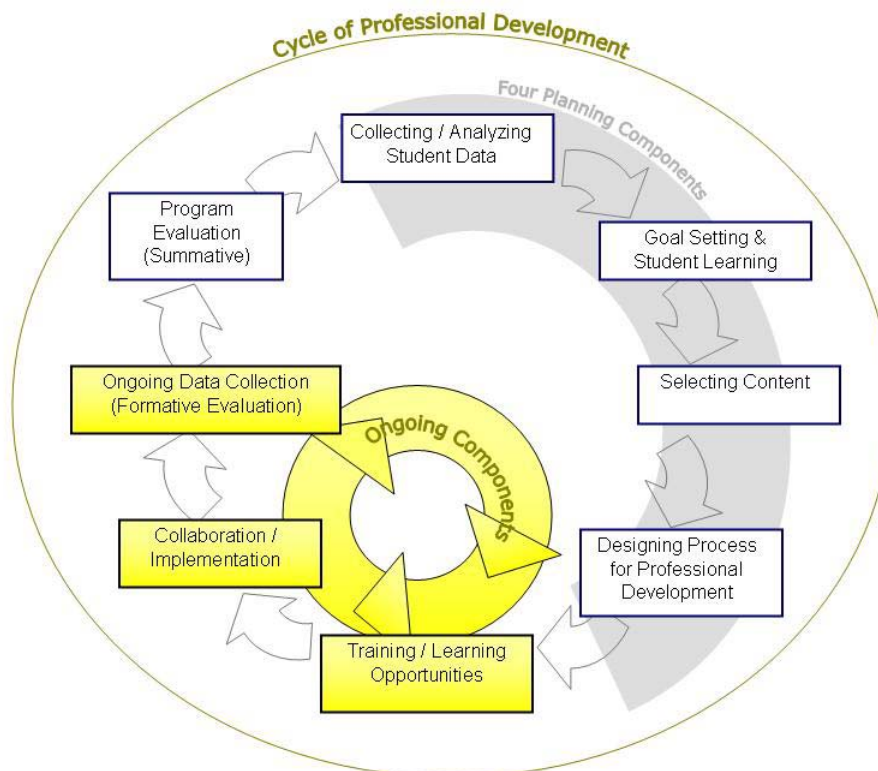
The purpose of Part 4 is to aid district and school teams in being organized and complete in their approaches to professional development planning, implementation, and evaluation.

Iowa Professional Development Model

Student Learning – the Center of School Improvement and Staff Development

Operating Principles

- ✓ Focus on Curriculum, Instruction and Assessment
- ✓ Participative Decision Making (School & District)
 - ✓ Leadership
 - ✓ Simultaneity



How the Training Materials are Organized (continues)

B. Two Major Elements of Model

The Iowa Professional Development Model (facing page) has two major elements:

- ❑ **Operating Principles**, which describe actions and priorities essential for the ongoing sustained implementation of professional development at the district, building, and classroom levels. Attention to these operating principles occurs as needed throughout the cycle of professional development.
- ❑ **The Cycle of Professional Development**, which describes an action research process to study data, set goals, make decisions about the content and the design of professional development, support ongoing learning opportunities, collaboration, and implementation, and evaluate the results. Note that the “cycle within the cycle” components are ongoing, following the planning stage and preceding the summative evaluation stage.

As you examine the Cycle of Professional Development on the graphic to the left, locate these components:

Planning Components On the graphic, the Planning Components are in white boxes on a gray curve. These occur early in the long-term professional development plan and set the stage for the Ongoing Components.

The Model indicates that the process of developing a District Career Development Plan involves:

- Collecting/Analyzing Student Data
- Goal Setting
- Selecting Content
- Designing the Process

Ongoing Components On the graphic, the Ongoing Components are in yellow boxes. These processes reoccur frequently until the goal is met. It is within the Ongoing Components where the work of learning and improving instructional practices occurs. The cycle includes:

- Training/Learning Opportunities
- Collaboration and Implementation
- Ongoing Data Collection (formative)

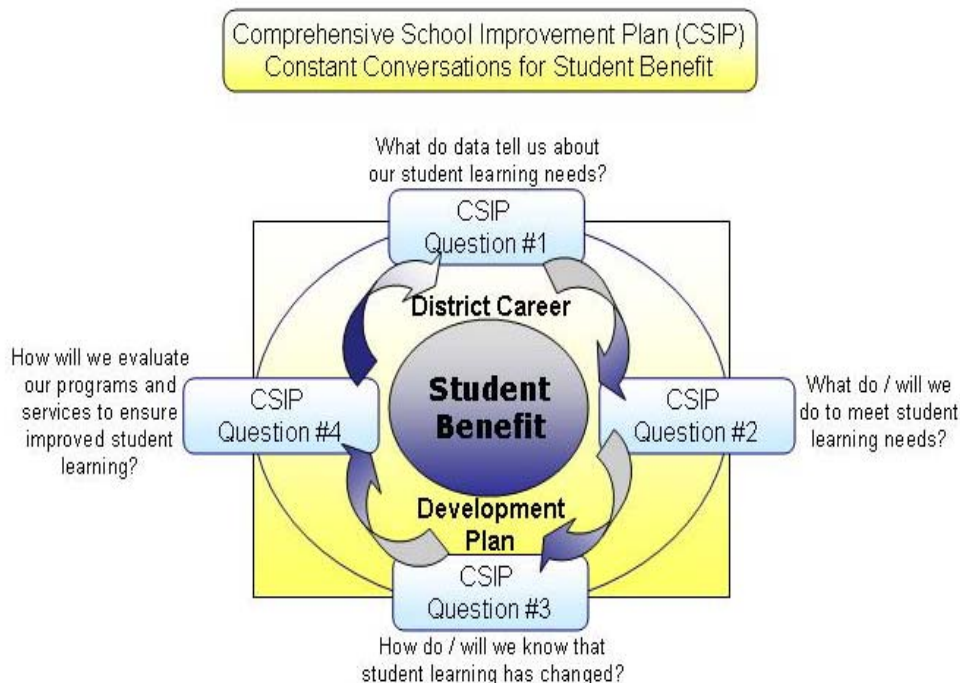
The Program Evaluation Component On the graphic, the Program Evaluation Component is again in a white box. Although data is collected throughout the process, the evaluation of the professional development plan’s impact on student learning and teacher practices occurs at the end of the long-term cycle.

C. Applying Constant Conversation Questions to the Model

The technical assistance materials developed by the Department of Education for developing and evaluating the Comprehensive School Improvement Process (CSIP) uses four questions as an organizer for writing the CSIP. These questions are called Constant Conversation Questions*. Local districts are encouraged to use the Constant Conversation Questions and a set of suggested sub-questions to guide their planning of the CSIP and the District Career Development Plan. You will see these questions referenced in CSIP technical assistance materials and in each part of this training manual, including as *Tool 3(stan).1* in Part 4



Comprehensive School Improvement Plan (CSIP) Constant Conversation Questions for Student Benefit Framework to Guide Thinking: Non-regulatory Guidance



Each public school district and accredited nonpublic school will develop its new five-year CSIP framed around the following four questions that represent the common teaching and learning connections among all state and federal programs. The sub-questions represent only one way to think through the processes that will lead to a clear and usable plan focused on student benefit.

1. What do data tell us about our student learning needs?

- What data do we collect?
- How do we collect and analyze data to determine prioritized student learning needs?
- What did we learn through this data analysis?
- From the data analysis, what are our prioritized student needs?
- How will we develop goals and actions based upon the prioritized needs?

2. What do/will we do to meet student learning needs?

- What long-range goals have been established to support prioritized student needs?
- What process will be used to determine what we will do to meet the long-range goals?
- What is our current practice to support these long-range goals?
- How is our current practice aligned with or supported by the research base?
- What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?
- What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?
- How will we support implementation of the identified actions?

3. How do/will we know that student learning has changed (student data)?

- How will we know student learning has changed over time in relation to our long-range goals?

4. How will we evaluate our programs and services to ensure improved student learning (implementation data)?

- What strategies/process will we use to evaluate how well the activities included in section II(F) were implemented?
- What implementation data will we collect, analyze, and use to determine how well each program/service selected in section II(G) has been implemented to support our CSIP goals?

Ongoing Components (continues)

The four Constant Conversation questions are:

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1. What do/will we do to meet student learning needs?
 2. What do data tell us about our student learning needs?
 3. How do/will we know that student learning has changed?
 4. How will we evaluate our programs and services to ensure improved student learning?

Potential Uses for this Manual

These materials may be used by area education agency consultants, local district personnel and other providers as a structure for organizing the planning, implementation, and evaluation of the District Career Development Plan. The manual contents are organized to be used as a basic knowledge and skill development resource to help school district personnel prepare for developing their District Career Development Plan. The overview materials, tools, and resources are provided to help districts in each step of implementing the Iowa Professional Development Model.

*Constant Conversation Questions are from the Department of Education Comprehensive School Improvement Process technical assistance materials. In this manual, the Questions are often identified by a large blue question mark such as the one on this page.

This Training Manual includes activities in Part 4 that could be used in workshops.



Notes: